

METHODOLOGY FOR DEVELOPING TECHNOLOGICAL COMPETENCE OF UNIVERSITY STUDENTS THROUGH MEDIA- BASED LEARNING TOOLS

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Abstract. The article highlights the opportunities for enhancing the quality of education through media-based learning technologies in the development of technological competence among university students using electronic learning tools. In particular, it examines the essence and content of developing students' adaptability, mobility, consistency, research activity, innovation orientation, as well as their verbal and creative imagination skills.

Keywords: electronic learning tools, continuous education, program, textbook, multimedia, e-assignment, opportunity, media-based learning, media literacy, media culture, education, multimedia, purpose of media-based learning, pedagogical skill, communication.

Introduction. Preparing university students for the future requires equipping them with professional skills, responsibility, and the ability to apply theoretical knowledge, methods, and project outcomes in practice. This preparation involves developing flexible thinking, decision-making potential, and the capacity to review accumulated experience and advanced ideas, as well as designing production processes based on modern technologies. From this perspective, it is clear that in order for students to become competent modern specialists, the use of electronic tools in the educational and upbringing process must be implemented systematically and purposefully.

Today, it is difficult to imagine the development of almost any sphere of social life, including education, without the influence of "media" – such as television, radio, cinema, mass publications, and computer information systems.

Literature Review. With the globalization and "openness" of the information space, the flow of new knowledge, facts, perspectives, and concepts is rapidly increasing, giving rise to challenges in effectively utilizing the information provided through mass media communications.

In the decree PF-134 of the President of the Republic of Uzbekistan dated May 11, 2022, titled "On Approving the National Program for the Development of Public Education in 2022–2026," the Ministry of Public Education was tasked with developing multimedia applications. According to the decree, it is stipulated that multimedia content should be delivered through specialized electronic systems [1].

Methods. The distinctive feature of technological competence lies in the design and implementation of a learning process that ensures the achievement of a technologically structured and consistently goal-oriented educational experience. These objectives are determined based on the content of the studied discipline, the interactive activities of professors and students, as well as the internal processes involved in the personal development of the



learner. Within the scope of technological competence, learning objectives are shaped through measurable learning outcomes reflected in students' actions.

Media-based learning technologies provide opportunities to enhance the quality of education and develop students' technological competence [2]. It is well established that the integration of electronic learning tools into the educational process of higher education institutions, along with the concept of media-based learning, allows students to utilize these tools in acquiring knowledge and skills, thereby fostering professional interest and personal qualities.

Through multimedia, learners engage in self-directed media-based education. Scholars from various countries have proposed multiple approaches to defining key concepts such as "media environment," "media culture," "media education," and "media literacy."

Media education (from English "media education," Latin "media") refers to a social institution that not only facilitates the acquisition of professional and scientific knowledge but also reproduces moral norms and cultural values. Media education directs students to study the principles of mass communication, including print media, television, radio, cinema, video, and the Internet [3].

The primary functions of media education include preparing the new generation for life in a modern information environment, developing the ability to perceive various types of information, teaching individuals to understand it, recognizing its effects on the psyche, mastering techniques of influence, and engaging in communication based on non-verbal forms using technical means. Education, and specifically media education, play a significant role in societal and national development.

Through media-based learning, leading countries have achieved priority in the education sector. Today, achieving high-quality education requires the informatization of teaching, optimization of instructional methods, and active use of open educational technologies. Media education currently refers to the process of personal development through mass media [4].

Proper use of the information flow from various sources enables students to acquire the knowledge necessary for their personal and academic development. In the contemporary information society, analyzing all media resources plays a crucial role. Analysis of foreign media education practices shows that students primarily rely on Internet and television sources during their learning process.

For instance, educational activities may include intellectual, visual, sensory, and auditory tasks. In fast-paced media education environments, the level of methodological skills is determined by students' ability to creatively interpret media sources and the information contained within them.

The objectives of media-based learning can be expressed as follows:

- To understand and process information delivered through mass media (MM), teaching students to interpret it broadly and critically;
- To develop creative thinking, the ability to comprehend the hidden meaning of messages, and skills to resist attempts to influence young minds through negative content;
- To cultivate the competence to search for, prepare, transmit, and receive the required information [5].

Analysis and Results. Media culture refers to the set of knowledge, skills, and competencies necessary for analyzing, evaluating, and creating various media products.

As a crucial component of personal culture, media culture involves familiarization with different types of mass media and the information they disseminate, the ability to select, filter,



analyze, and evaluate this information, and the mastery of theoretical knowledge, practical skills, and competencies in relevant fields. It also encompasses the capacity to apply this knowledge professionally, in daily life, culturally, morally, and educationally. The acquisition of media culture is not a spontaneous process; rather, it evolves through multiple stages. The general essence of developing media culture in an individual is fully expressed through media literacy, media knowledge, media skills, and media competence. Media-based learning fosters media culture and literacy in youth while promoting moral, aesthetic, and intellectual development, enhancing their communication, creative thinking, and verbal skills [4].

According to documents from the European Union, media education aims to cultivate responsible students capable of expressing their opinions based on acquired information. It emphasizes developing media competence, which involves critical and reflective engagement with media content. This enables students to effectively use relevant information, analyze it, and identify related economic, social, and cultural interests.

In recent years, discussions regarding the essence and characteristics of media-based learning have become one of the most debated topics in pedagogical circles. According to Professor H. Rashidov, contemporary media education is viewed as a process of personal development aimed at forming communication culture through mass media. This process involves teaching students to develop creative and communicative potential, critical thinking, and the ability to fully perceive, interpret, analyze, and evaluate media texts. Additionally, it includes training students to express themselves in various forms using media technologies and materials, thereby fostering individual growth through interaction with mass communication tools.

The significance of media education has been highlighted by various international organizations, including UNESCO, which has supported the development of media education across all types – electronic, print, graphic, and other media forms. UNESCO defines media education as follows: Media education is related to media (print and graphic, audio, visual, screen-based, and others) and various technologies; it enables future engineers and specialists to understand how mass media operate and to acquire the skills to use media effectively in communication with others. Media education enhances human knowledge in the following areas:

- ❖ Analyzing, critically understanding, and creating media texts;
- ❖ Identifying the sources of media texts and understanding their political, social, commercial, or cultural interests and context;
- ❖ Interpreting media messages and the values they convey;
- ❖ Creating and distributing media texts, selecting appropriate media to reach target audiences effectively;
- ❖ Having free access to media for both consumption and production purposes [5].

Media education refers to a learning process designed to help students understand fundamental principles, study media information in basic directions, and foster the development of their artistic and creative potential. It aims to develop students' abilities to receive, study, and critically analyze media texts [4].

According to several scholars conducting research in this field internationally, media education holds both educational and upbringing value. It trains students in the processes of learning and personal development, promoting critical and analytical thinking skills throughout the educational experience.

Media education teaches individuals to interpret and create messages, as well as to select the most appropriate media for communication purposes. It enables people to exercise their right to access information, which not only supports personal development but also enhances social participation and interactivity. In this sense, media education prepares individuals for democratic citizenship and political awareness. It is essential to develop media education as part of a lifelong learning concept [6].

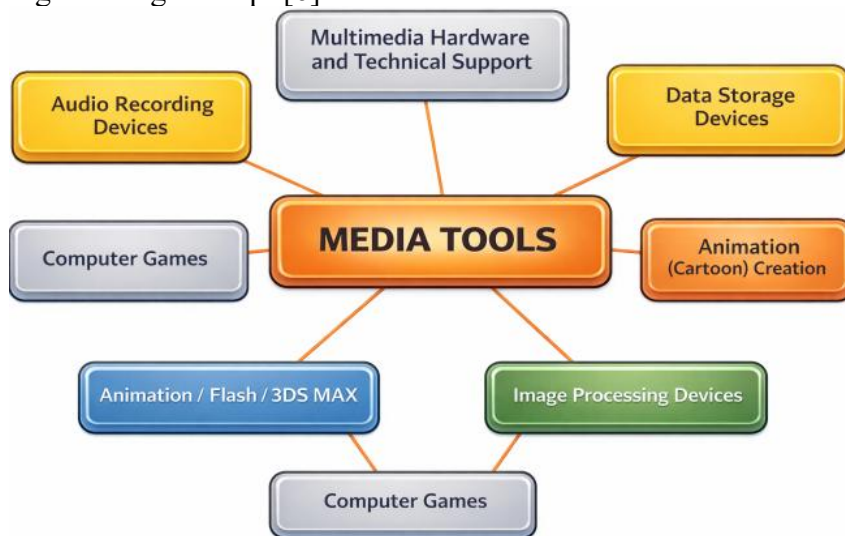


Figure 1. Media Tools

The outcome of media education is reflected in the increase of the audience’s media competence and media literacy. Media competence is multidimensional, requiring broad perspectives based on a well-developed structure of knowledge.

The operation of media tools is a critical factor in modern engineering and technical activities, encompassing the design, development, and functioning of mass information technology systems. Media technology activities serve as a framework for all technical systems, providing algorithms for preparation of technical tasks, project design, production and implementation, practice, and evaluation (Figure 1).

In conclusion, it should be emphasized that developing university students’ knowledge through media education constitutes a significant component of their social and cultural competence. Media literacy plays a central role in a teacher’s professional activity, being relevant at various stages of work with different types of information and media texts.

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